

Description of Teachers' Knowledge on the Occurrence of Syncope in State Junior School 1 Kabila Bone

Haslinda Damansyah¹, Ani Retni²

¹Nursing Professional Study Program, University of Muhammadiyah Gorontalo, Gorontalo, Indonesia

Email: haslindadamansyah@umgo.ac.id

Abstract. *Syncope is an event of loss of consciousness and strength of a person's body that occurs from nowhere or without realizing it. The purpose of this study was to determine the description of the teacher's knowledge of the occurrence of syncope. This study uses a qualitative research design with analytical descriptive method. With as many as 5 informants' teachers. This study uses data collection procedures by conducting observations, interviews and documentation. The procedure for checking the validity of the data uses peer discussion. Based on the results of research and interviews, it was found that, according to the informants, the description of the teacher's knowledge of syncope events is being able to know, understand, apply, analyze and evaluate syncope events that occur among students at school.*

Keywords: : *Syncope Incidence, Teacher Knowledge*

Received: November 19, 2021

Received in Revised: December 16, 2021

Accepted: January 11, 2022

INTRODUCTION

Syncope is an event of loss of consciousness and strength of a person's body that occurs from nowhere or without realizing it. Syncope occurs due to loss of consciousness that is not permanent for some time, and spontaneous recovery (Panace, 2015). Abnormal or unstable pressure can affect the occurrence of syncope because standing for a long time can trigger unstable blood pressure. Loss of consciousness occurs when the blood flow to the reticular system, which is located in the brain stem, is not functioning properly (Faturayan et al., 2020).

According to the World Health Organization (WHO), the incidence of syncope in the world in 2017 is estimated at 12 million cases every year and can cause respiratory and cardiac arrest and even death. In the United States, it is assessed that 3% of trauma center visits are due to fainting or syncope and accounts for the 6% of individuals going to the clinic. The 3-year recurrence rate is rated at 34%. Framingham in the United States about the frequency of syncope from 1971 to 1998 (for a very long time) in 7814 people, that

the incidence of syncope initially occurred 6.2/1000 individuals/year. While in Europe and Japan the frequency of syncope is 1-3.5%. Vascular syncope is the most well-known reason for syncope, followed by cardiac syncope (Megawati, 2014). Analysts in the UK in 2002-2003 showed a normal day of treatment for syncope is 6.1 days. An exploration in Ireland revealed that patient encounters with syncope represented 1.1% of all hospital visits.

As many as 35% of students in Indonesia have experienced syncope while doing school activities. 3%-5% of cases admitted to the ER (Emergency Installation) are estimated to be unconscious and fainting has a size of 1%-3% of the total patients admitted to medical clinics. 25% of patients can be diagnosed after an actual assessment, while 40% of patients faint the reason is not clear (Riskesdas, 2018). Syncope that often occurs in individuals is vasovagal syncope by 21.1%, cardiovascular syncope 9.5% and syncope of unclear cause as much as 36.6%. Usually, there are several triggers for syncope, namely pain 12.77%, smell 10.64%, fear 8.51%, and seeing blood 4.26%. (Manado, 2018) In a population-based investigation, the prevalence of syncope was found in people, with syncope rates nearly double in individuals with coronary disease background. Mortality was approximately 30% higher in syncope for unclear reasons. Syncope is generally normal at all ages, ranging from 15% of children under 18 years and 23% of parents over 70 years. The predominance and frequency of syncope increase with age, with a recurrence rate of 30% (Febrina et al., 2017).

According to the Gorontalo Provincial Health Office, the number of syncope cases in Gorontalo in 2019 that occurred in schools was around 30% in general, both during flag ceremonies and due to congenital diseases. Syncope that occurs in schools referred to as neurocardiogenic syncope is characterized by repeated fainting and is caused in a hot or crowded atmosphere, fatigue, severe pain, hunger, standing too long and emotional or stress conditions as well as events in the school environment during routine flag ceremonies or sports activities that are routinely carried out. . (setianingsi et al, 2020)

From a preliminary study of initial data collection conducted by researchers at SMP Negeri 1 Kabila Bone, Bone Bolago Regency, Gorontalo Province, from the results of interviews with several teachers, information was obtained that the number of teachers was 20 people and the number of students was 251, with male gender as many as 118 students and 133 female students. The UKS teacher said that about 10% of students experienced syncope during the flag ceremony on Monday or outside the building, for example during a scouting rally.

In addition, from the results of interviews with teachers at SMP Negeri 1 Kabila Bone, it was stated that there were still teachers who lacked knowledge when doing emergency care for students who experienced syncope during the flag ceremony. Because the teachers had not received health education about first aid during syncope, so they only do what they can to help. The teacher said that there were also students who pretended to be unconscious to avoid standing too long during the ceremony and raids after the ceremony. Based on the background above, the researcher was interested in conducting research related to the description of the teacher's knowledge of syncope occurrence.

In accordance with the Qur'an Surah Al Mujadilah, verse 11, it is said that Allah SWT will elevate the degree of those who have knowledge. Surah Al Mujadilah, 11th verse.

METHODS

This study uses a qualitative descriptive analytical method according to (Sugiono: 2009;29). Analytical descriptive is a method that functions to describe or provide an overview of the object under study through informants who have been interviewed. In other words, analytical descriptive research takes problems or focuses attention on problems as they are when the research is carried out, the results of the research are then processed and analyzed to draw conclusions. The researcher used descriptive analytic research method because it was considered suitable to describe the teacher's knowledge of syncope events. (Setianingsih et al., 2020). The researcher used descriptive analytic research because it was deemed suitable to determine the effect of teacher knowledge on syncope occurrence.

RESULTS AND DISCUSSION

The results of the study are in the form of interview quotes that explain the answers of the informants regarding the factors that affect the knowledge of the respondents. The factors that influence knowledge are as follows:

Know

Based on the results of interviews with informants, it is seen from the aspect of knowing that the teachers at SMP Negeri 1 Kabila Bone already know things related to the syncope incident. This is as the answers given to the questions posed to the informants as follows:

Question 1: "What does the teacher know about the occurrence of syncope/fainting?"

Quoted answers from Mr. M.M

"When a person loses consciousness indirectly or because of other things".

Quotes from R.M's mother

"Half or full loss of consciousness, blurred or dark vision."

Quotes from R.U's mother

"Sudden loss of consciousness caused by an unfavorable body condition."

Quotes from M.A's mother

"Transient loss of self-awareness".

Quoted answers from Mr S.K

"a person's consciousness that slowly declines due to several causes".

In conclusion: from the results of interviews about what teachers know about the occurrence of syncope/fainting, the answers from the teachers are almost the same as each other, namely each one answers "loss of consciousness".

Question 2: What are the causes of students who experience fainting?

Quoted answers from Mr. M.M

"No breakfast."

Translate : did not eat breakfast first, exposed to the sun, when asked when they were conscious and they answered that they only saw things that were unseen.

Keywords: dorang (them), dapa lia (see).

Quoted answers from Mrs. R.M

"No breakfast with no sun resistance"

Quoted answers from Mrs. R.U

"At the time of the ceremony, most of them didn't have breakfast from home, couldn't stand the heat from the sun, and some couldn't stand for too long. There are also those who fainted during class activities, suddenly after realizing that they were asked, they even answered that they saw things that were unseen."

Quoted answers from Mrs. M.A

"Not having breakfast first from home, can't stand the sun and maybe not healthy"

Quoted answers from Mr S.K

"Maybe their immune system is unable to stand up"

"The body's resistance is not strong against the hot sun"

"Yes, maybe not having breakfast or not getting enough sleep that doesn't match the portion of the hours you sleep"

Conclusion: from the results of interviews regarding the causes of the students who experienced fainting, the answers from the teachers were more or less the same, each of which answered "no breakfast first from home".

Question 3: Should the teacher have basic knowledge of first aid in the event of a faint?

Answer from Mr. M.M

"Yeah it should be."

Answer from R.M's mother:

"No, because on average, students who faint will be immediately taken to UKS after a while they will wake up on their own."

Answer from R.U's mother

"Yes, it is mandatory, all teachers should have knowledge of first aid knowledge, and fortunately all teachers in this school have good first aid knowledge so that they are able to handle students who faint even though they are not UKS teachers."

M.A's answer:

"Yes, it's very important for teachers, especially if the teacher is still easy, it's better if there is a basis in helping students who faint"

Answer from Mr. S.K:

"Yes, yes, yes, to help deal with students later if things happen that are not wanted at school".

The conclusion: based on the results of interviews with informants, judging from the question whether teachers should have basic knowledge of first aid when fainting, the answers given by the respondents were almost the same, namely "yes you have to".

Comrehention

Based on the results of interviews with informants, it can be seen from the aspect of understanding that teachers at SMP Negeri 1 Kabila Bone already understand things related to syncope events. This is as the answers given to the questions posed to the informants as follows:

Question 1: What are the symptoms or signs if someone is about to pass out?

Quoted answers from Mr. M.M

"Looks pale, flares cold and complains of dizziness."

Quoted answers from Mrs. R.M

"Dizziness or headache and pale face"

Quoted answers from Mrs. R.U

"Weak, blurry vision, looks pale and has cold sweat, complains of dizziness and headache, cold ears when touched"

Quoted answers from Mrs. M.A

"Blurred vision, pale with dizziness or headache"

Excerpts from answers from Mr. S.K

"The first one is weak or weak, dizzy"

The conclusion: based on the results of interviews with informants, judging from the questions what are the symptoms or signs of people experiencing syncope/fainting?

Question 2: Have you received any training in first aid when you faint?

Excerpts from answers from Mr. M.M

:Never, but so many pages before you were born. Around 1992 that way:

Translate: yes, but it was a long time before you were born in 1992)

Keywords: so old (it's been a long time)

Quoted answers from Mrs. R.M

"Never for training, I've only ever received socialization from PMI about first aid."

Quoted answers from Mrs. R.U

Once, if I'm not mistaken around 2000

Quoted answers from Mrs. M.A

"Never"

Excerpts from answers from Mr. S.K

"Only during high school scouting was organized, just to exist deeper, not even more so with certificates. It's just first aid training."

In conclusion: based on the results of interviews with informants, judging from the question have you ever received training on first aid?, the answers given by the respondents varied, some of them had received first aid training but some had never received first aid training.

Application

Based on the results of interviews with informants, it can be seen from the application aspect that teachers at SMP Negeri 1 Kabila Bone have been able to apply things related to syncope events. This is as the answers given to the questions posed to the informants as follows:

Question 1: How does the teacher handle students who have fainted?

Quoted answers from Mr. M.M

"Helping to carry her to the UKS or to the classroom and give her alcohol to kiss."

Reply from R.M's mother

"Brought to UKS, case smelled eucalyptus oil and decoction oil"

Translate: under to UKS, given a kiss with eucalyptus oil

Keywords: kiss (given a kiss)"

Quoted answers from Mrs. R.U

"Usually, the mother is brought to the UKS and then immediately takes off her shoes and smells eucalyptus oil or aromatherapy to bring back the consciousness of the fainted student. But sometimes there are students who accidentally faint or pretend to be unconscious. Mother tries to smell the socks so that the student wakes up."

Quoted answers from Mrs. M.A

"A aromatherapy scent case or eucalyptus oil"

Translate: provides aromatherapy smell or eucalyptus oil

Keywords: odor case (gives smell)

Quoted answer from S.K

"Doing first aid anyway, tires and shoes are given out for men. Then they are given a wide enough scope so that the air circulation is good after that they are given air oil"

In conclusion: based on the results of interviews with informants, it can be seen from the question how do teachers handle students who faint? The answers given by the respondents were almost the same, namely each respondent answered "brought to UKS, given eucalyptus oil".

Question 2: Is it only UKS teachers who perform first aid measures on students who faint?

Quotes from Mr. M.M's answer:

"No, all teachers. The closest thing to the person who fainted was the one who helped."

Quotes from Mrs. R.M's answer:

"No, all teachers who can help don't have to be UKS teachers"

Quotes from Mrs. R.U's answer:

"No, all the teachers in the school will definitely help if someone faints."

M.A's answer quote:

"No, all teachers will definitely help students who have fainted even though they are not UKS teachers"

Quotes from Mr. S.K's answer:

"Not really, who is closest to the student who fainted the teacher who will help."

The conclusion: based on the results of interviews with informants, it can be seen from the question that the only UKS teachers who perform first aid actions on students who faint are UKS teachers? The answers given by the respondents were almost the same, namely each respondent answered "brought to UKS, given eucalyptus oil".

The conclusion: based on the results of interviews with informants, judging from the question of whether the only UKS teacher who performed first aid action on the fainting student was the UKS teacher?, the answers given by the respondents were the same, namely answering "no, all teachers at school will definitely help"

Question 1: What is the action of a teacher who is not a UKS officer when he sees a student who has fainted? Are you involved or not?

Quoted answers from Mr. M.M

"No, all teachers. The closest thing to the person who fainted was the one who helped."

Translate : no, all teachers. Pokonya closest to the person who fainted that will help.

Keywords: ba please (help), ba (help word)

Quoted answers from Mrs. R.M

"No, all teachers who can help don't have to be UKS teachers"

Translate: no, all teachers who help don't have to be UKS teachers

Keywords: ba please (help), ba is a helping word)

Quoted answers from Mrs. R.U

"No, all the teachers in the school will definitely help if someone faints."

Quoted answers from Mrs. M.A

"No, all teachers will definitely help students who have fainted even though they are not UKS teachers"

Quote from Mr. Sofyan Kaida's answer

"Not really, who is closest to the student who fainted the teacher who will help"

In conclusion: based on the results of interviews with informants, it can be seen from the question how do teachers who are not UKS officers see a student who faints?

Are you involved or not?, the answers given by the respondents were the same, namely each answered "no, all teachers must have helped even though they were not UKS staff teachers".

Question 2: How is the teacher's response when he sees a student who faints at school?

Question: Quote from the answer from Mr. M.M

"Immediately provide first aid"

Quoted answers from Mrs. R.M

"If you go to the field at the ceremony, you will immediately be brought to the UKS, but if you are in class, you will immediately kiss the wood puti oil or the decolon oil."

Quoted answer from Iu Rosmin Usuli

"Immediately provide assistance to students who fainted"

Quoted answers from Mrs. M.A

"Immediately provide first aid"

Quoted answers from Mr S.K

"Immediately move to help or lift students who have fainted".

The conclusion: based on the results of interviews with informants, it can be seen from the question How is the teacher's response when he sees students who have fainted at school? The answers given by the respondents are the same, each of which answers "directly provide first aid".

Evaluation

Based on the results of interviews with informants, judging from the evaluation aspect, teachers at SMP Negeri 1 Kabila Bone have been able to evaluate things related to syncope events. This is as the answers given to the questions posed to the informants as follows:

Question 1: Does the past experience of being a teacher for a long time have an effect on first aid actions for students who have fainted?

Quoted answers from Mr. M.M

"Yes, very influential."

Quoted answers from Mrs. R.M

"That has an effect."

Quoted answers from Mrs. R.U

"Yes, it is very influential, because there is so much experience in handling students who fainted until some only pretended to faint, then fainted until they were possessed."

Quoted answers from Mrs. M.A

"Yeah, it definitely has an effect."

Quoted answers from Mr. S.K

"Yes, very influential."

"Immediately move to help or lift students who have fainted".

The conclusion: based on the results of interviews with informants, it can be seen from the question "Does the past experience of being a teacher long enough affect first aid actions for students who fainted?" "

Question 2: What are the inhibiting factors for teachers in taking first aid measures for students who have fainted?

Quotes from Mr. M.M's answer

"Nothing, so far it can still be handled if someone faints like that".

Quotes from Mrs. R.M.'s answer

"That, those who bring or lift people who have fainted, you must first call the teacher or male student, because you can't, Mom, can you figure it out yourself."

Translate: that, those who carry or lift people who have fainted must first be invited by the teacher or students, because the mother can't lift it herself, right.

Keywords: carry (to carry), lift (to lift)

Quotes from Mrs. R.U's answer

"Usually the obstacle is, sometimes they run out of eucalyptus oil, so they have to look for teachers who bring eucalyptus oil or aromatherapy first"

M.A.'s answer quote

"No obstacles"

Quotes from Mr. S.K's answer

"So far, there are no obstacles."

The conclusion: based on the results of interviews with informants, it can be seen from the question What are the inhibiting factors for teachers in carrying out first aid actions on students who faint? The answers given by the respondents varied, some answered there were no obstacles, some said they had obstacles. The obstacle is "out of eucalyptus oil".

Know is defined as recall or recalling a pre-existing memory after observing something specific and all the material that has been learned or the stimulus that has been received. Verbs used to measure people who know about what is being studied are mentioning, describing, identifying and so on. Understanding (comprehension) of an object is not just knowing about the object, and also not just mentioning it, but the person can interpret correctly about the object he knows. People who have understood objects and materials must be able to explain, mention, draw conclusions, predict an object being studied.

Application is defined if people who have understood the object in question can use or apply the known principles to other situations or conditions. Application also means the application or use of laws, formulas, methods, principles, program plans in other situations. Analysis is a person's ability to describe or separate, then look for the relationship between the components in an object or problem that is known. An indication that a person's knowledge has reached this level is if that person can

distinguish, separate, group, create charts. (diagram) to the knowledge of the object. Evaluation is the ability to justify or evaluate a particular object. Assessment is based on self-determined criteria or norms prevailing in society.

CONCLUSION

Based on the results of research and discussion on the influence of teachers on the occurrence of syncope at SMP Negeri 1 Kabila Bone, it was found that the knowledge of the respondents in this case was the teacher's knowledge of the occurrence of syncope/fainting. Respondents who have good knowledge are able to know, understand, apply, analyze and evaluate.

REFERENCES

- Faturoyan, N. U. R. I., Tinggi, S., Kesehatan, I., & Indonesia, M. (2020). *Program studi keperawatan (s1)*. 93, 1–8.
- Febrina, V., Semiarty, R., & Abdiana, A. (2017). Hubungan Pengetahuan Siswa Palang Merah Remaja dengan Tindakan Pertolongan Pertama Penderita Sinkop di Madrasah Tsanawiyah Negeri 1 Bukittinggi. *Jurnal Kesehatan Andalas*, 6(2), 439–2017
- Manado, D. I. S. M. A. (2018). *Yang Mengalami Sinkop*. 6(September), 9–10.
- Megawati. (2014). Prodi studi s-1 keperawatan stikes kusuma husada surakarta 2014. *Pendidikan, Pengaruh Tentang, Kesehatan Audio, Dengan Dan, Visual Balik, Lembar Margo, Klinik Gondang, Husodo*.
- Riskesdas, K. (2018). Hasil Utama Riset Kesehatan Dasar (RISKESDAS). *Journal of Physics A: Mathematical and Theoretical*, 44(8), 1–200. <https://doi.org/10.25077/jka.v6.i2.p435-439><https://doi.org/10.1088/1751-8113/44/8/085201>
- Setianingsih, Faizah, M. N., & Darwati, L. E. (2020). Study Deskriptif Sikap Menolong pada Siswa yang Mengalami Sinkop. *Jurnal Ners Widya Husada* 7, 1(1), 15–22.